**Woodville High School**

**Assessment and tasks in the stage 2 Research Project**

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|  |  |  |  |
| --- | --- | --- | --- |
| Page no. |  | for teacher | for student |
| 2 | Overview of assessment for the Research Project | ✓ | ✓ |
| 3 | Sample Learning and Assessment Plan | ✓ |  |
| 4 | Research Project Tracking Sheet | ✓ | ✓ |
| 5 | Research Project Subject structure overview | ✓ | ✓ |
| 6 | Research Project Performance Standards in full | ✓ | ✓ |
| 8 | Folio Task 1 Preliminary ideas and research proposal |  | ✓ |
| 9 | Task Sheet 1 Preliminary ideas and research proposal |  | ✓ |
| 14 | Task Sheet 1 Guide |  | ✓ |
| 15 | Achievement feedback sheet for Task 1 | ✓ | ✓ |
| 16 | Folio task 2: Research Development |  | ✓ |
| 17 | Task Sheet 2 Research Development |  | ✓ |
| 20 | Task Sheet 2 Guide |  | ✓ |
| 21 | Achievement feedback sheet for Folio task 2: Research Development | ✓ | ✓ |
| 22 | Folio task 3: Discussion |  | ✓ |
| 23 | Task Sheet 3 Discussion |  | ✓ |
| 25 | Achievement feedback sheet for Discussion | ✓ | ✓ |
| 26 | Assessment Type 2 : Research Outcomes |  | ✓ |
| 27 | Task Sheet 4 : Research Outcomes |  | ✓ |
| 29 | Achievement feedback sheet for Research Outcomes | ✓ | ✓ |
| 30 | (External) Assessment Type 3 Evaluation |  | ✓ |
| 31 | Task Sheet 5 Evaluation |  | ✓ |
| 36 | Indicative Assessment feedback sheet for Evaluation | ✓ | ✓ |
| 37 | Appendix 1 - Unpacking the Capabilities for the Stage 2 Research Project | ✓ | ✓ |
| 39 | Appendix 2 – the language of Evaluation | ✓ |  |
| 40 | Appendix 3 - Learning to use the language of evaluation Student worksheet |  | ✓ |

**Assessment in the Research Project**

* **School based assessment (70%)**

**Assessment Types 1 and 2** should total no more than 2500 words of the students’ written material.

**Assessment Type 1** covers the “development of preliminary ideas and the research proposal, plans and records of research conducted.

It also includes a discussion which requires records for assessment verification to be made by the teacher and may also include student preparation.

**Assessment Type 2**

The findings derived from the research

**Weighting of, (**and possible weighting within**) types**

1. **Folio**

* Record of research
* Preliminary ideas and research proposal
* Research development
* Discussion

1. **Research Outcomes** (1500 words max if written, 10 minutes maximum of oral or multimodal)

10%

20%

10%

**20%**

}

**50%**

* **External Assessment (30%)**

**Assessment Type 3** is the student’s evaluation of their development through the Research Project in terms of:

* The capabilities
* What they have learnt about the researchprocess
* the strengths and limitations of this form of self directed learning, in relation to their chosen topic and the research methods
* review and reflection of the value of their findings and new insights to themselves and others
* Must not exceed 1500 words and must include an additional 150-200 word written summary.
* Can be in any format, but must be written if for ATAR (formerly TER)

The table below indicates a possible description of the relationship between the set of assessments and the learning Requirements and Assessment Design Criteria

Subject  **Rsearch Project** \_\_\_\_\_\_\_\_\_\_ Variant \_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASSESSMENT OVERVIEW – Research Project (10 CREDITS)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weighting of Assessment Types** | | **Name of Assessment**  (as described in the assessment details following) | **Learning Requirements**  (Indicate the Learning Requirements addressed) | | | | | | **Assessment Design Criteria** | | | | |
| Work independently and with others to initiate an idea, and to plan and manage a research project | Demonstrate their capability for learning and the one other chosen capability | Analyse information and explore ideas to develop their research | Develop and apply specific knowledge and skills | Communicate and evaluate their research outcome | Evaluate the research processes used and their chosen capability | | Planning | Application | Interaction | Evaluation |
| Assessment Type | Weighting (%) |
| Folio | 50 | Record of Research   * Preliminary ideas and Research Proposal | 🗸 | 🗸 | 🗸 |  |  |  | | 1,2 | 1 | 3 |  |
| * Research Development | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | | 3 | 1,2,3,4 | 1 | 1,2 |
| Discussion |  | 🗸 | 🗸 |  |  | 🗸 | | 3 | 1,2,4 | 1,2 | 1,2 |
| Research Outcome | 20 |  |  | 🗸 |  | 🗸 | 🗸 |  | |  | 3 | 3 |  |
| External assessment | 30 | Evaluation |  |  |  |  | 🗸 | 🗸 | |  |  | **3** | **1,2,3** |

Stage 2 Research Project Tracking

Student name: ………………………Teacher name ………………… Date Commenced ……/……/

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Area of interest |  | | | | | | | |
| week | Context (tick one) | Community based | | Technical or practical | Work related | | Subject Related | | |
|  | Stage of project | √ or X | Comment (teacher or student) | | | Date | | Student initials | Teacher initials |
| 1 | First draft focus question |  |  | | |  | |  |  |
| 1 | Feedback given |  |  | | |  | |  |  |
| 2 | Focus question finalised |  |  | | |  | |  |  |
| 2 | Research sources identified |  |  | | |  | |  |  |
| 3 | Preliminary research proposal first draft |  |  | | |  | |  |  |
| 3 | Feedback given |  |  | | |  | |  |  |
| **4** | **Preliminary ideas and research proposal** finalised |  |  | | |  | |  |  |
| 5 | Portfolio of research findings commenced |  |  | | |  | |  |  |
| 5 | Discussion scheduled |  |  | | |  | |  |  |
| 8 | Interim report on progress of research |  |  | | |  | |  |  |
| **9** | **Discussion** held |  |  | | |  | |  |  |
| 9 | Outcomes presentation format decided |  |  | | |  | |  |  |
| **14** | **Research Outcomes** presented |  |  | | |  | |  |  |
| **14** | Research Development  Portfolio presented to verify findings |  |  | | |  | |  |  |
| **14** | **Written Summary** and draft evaluation written |  |  | | |  | |  |  |
| **16** | **Evaluation** submitted |  |  | | |  | |  |  |

Research Project Subject Outline structure

**Assessment Design** **Criteria**; the specific features students demonstrate and teachers seek evidence of.

**Planning (P)**

1. Identification and consideration of a research topic
2. Planning of research processes that are appropriate to the research topic
3. Management of the Research Project

**Application (A)**

1. Analysis of information and exploration of ideas to develop the research
2. Application of knowledge and skills specific to the research topic
3. Development of the research outcome
4. Demonstration of the chosen capability

**Interaction (I)**

1. Interaction with others
2. Response to feedback
3. Presentation of findings and explanation of ideas and insights

**Evaluation (E)**

1. Evaluation of the research processes
2. Evaluation of the chosen capability
3. Reflection on the research outcome and its value to the student and to others

**Assessment scope and requirements**

**Evidence of learning**

**70% school based component –**

**Folio**

-Record of research

* + preliminary ideas and proposal
  + research development

-Discussion

**Research Outcomes**

(1500 words or equivalent)

**30% Externally assessed component –**

1. 1500 words or equivalent plus written summary 150-200 words
   1. Any format for program A
   2. Must be written for program B

**The research Framework**

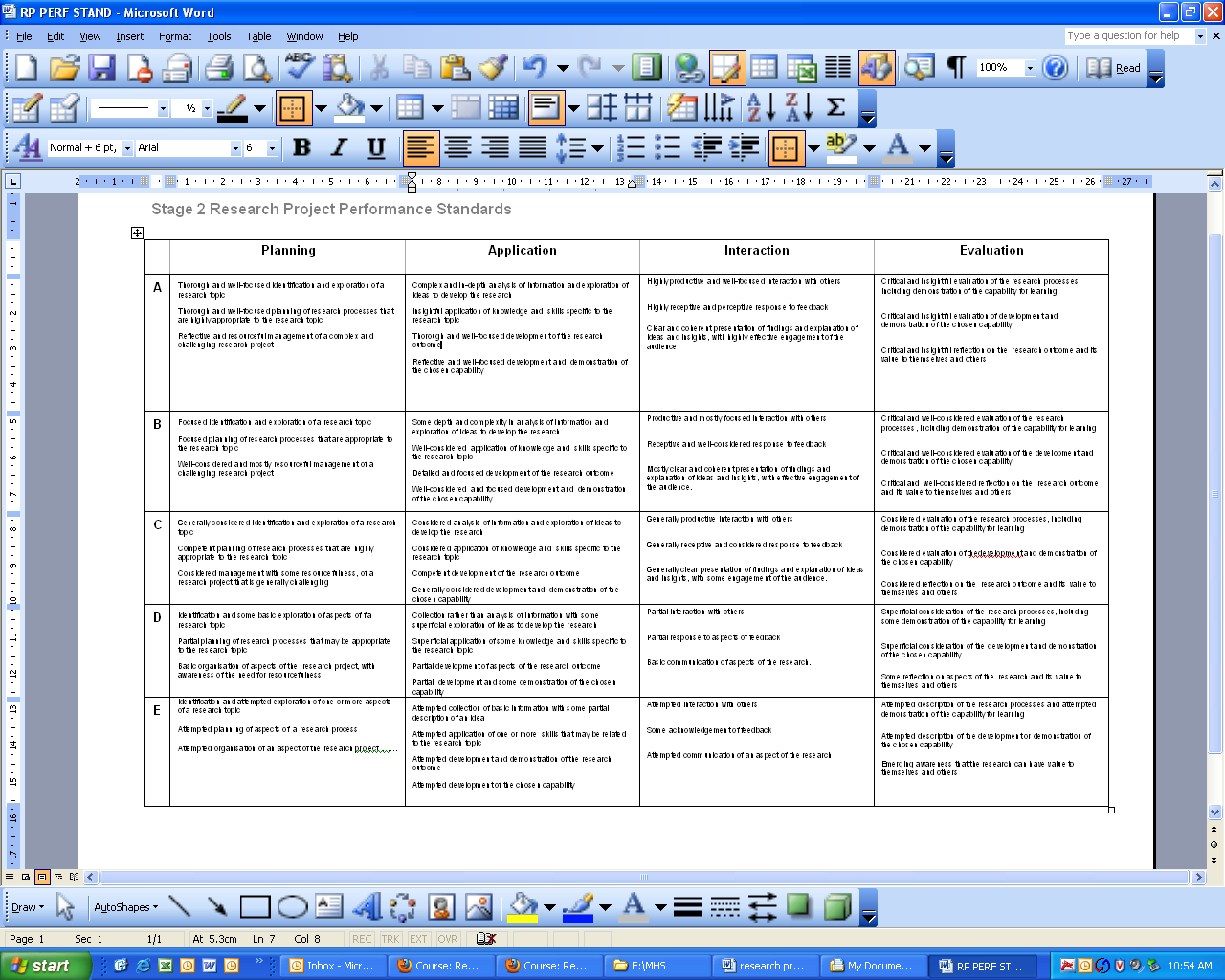
(the basis of the content)

Initiating, planning and managing the research

* Identifying an area of interest
* Defining the focus of the research
* Exploring the Capabilities
* Establishing a plan and timeline
* Doing the research
* Communicating the findings
* Evaluating the research

**Performance Standards**

Descriptions of students’ levels of achievement against the Assessment Criteria’s Specific Features



**Capabilities:** Knowledge and skills as students develop their capabilities in

**Learning**

**Communication**

**Citizenship**

**Personal**

**Development**

**Work**

All described in terms of the Research Project

**Literacy &**

**Numeracy:**

Described in terms of the

Research Project

**Summary**

choose a topic of interest

– learn and apply research processes, knowledge and skills specific to the topic

– record research and evaluate what is learnt

(see pages 6 & 7 for detail)



**Stage 2 Research Project Performance Standards**

|  | Planning | Application | Interaction | Evaluation |
| --- | --- | --- | --- | --- |
| A | Thorough and well-focused Identification and exploration of a research topic  Thorough and well-focused planning of research processes that are highly appropriate to the research topic  Reflective and resourceful management of a complex and challenging research project | Complex and in-depth analysis of information and exploration of ideas to develop the research  Insightful application of knowledge and skills specific to the research topic  Thorough and well-focused development of the research outcome  Reflective and well-focused development and demonstration of the chosen capability | Highly productive and well-focused interaction with others  Highly receptive and perceptive response to feedback  Clear and coherent presentation of findings and explanation of ideas and insights, with highly effective engagement of the audience. | Critical and insightful evaluation of the research processes, including demonstration of the capability for learning  Critical and insightful evaluation of development and demonstration of the chosen capability  Critical and insightful reflection on the research outcome and its value to themselves and others |
| B | Focused Identification and exploration of a research topic  Focused planning of research processes that are appropriate to the research topic  Well-considered and mostly resourceful management of a challenging research project | Some depth and complexity in analysis of information and exploration of ideas to develop the research  Well-considered application of knowledge and skills specific to the research topic  Detailed and focused development of the research outcome  Well-considered and focused development and demonstration of the chosen capability | Productive and mostly focused interaction with others  Receptive and well-considered response to feedback  Mostly clear and coherent presentation of findings and explanation of ideas and insights, with effective engagement of the audience. | Critical and well-considered evaluation of the research processes, including demonstration of the capability for learning  Critical and well-considered evaluation of the development and demonstration of the chosen capability  Critical and well-considered reflection on the research outcome and its value to themselves and others |
| C | Generally considered Identification and exploration of a research topic  Competent planning of research processes that are highly appropriate to the research topic  Considered management with some resourcefulness, of a research project that is generally challenging | Considered analysis of information and exploration of ideas to develop the research  Considered application of knowledge and skills specific to the research topic  Competent development of the research outcome  Generally considered development and demonstration of the chosen capability | Generally productive interaction with others  Generally receptive and considered response to feedback  Generally clear presentation of findings and explanation of ideas and insights, with some engagement of the audience.  . | Considered evaluation of the research processes, including demonstration of the capability for learning  Considered evaluation of thedevelopment and demonstration of the chosen capability  Considered reflection on the research outcome and its value to themselves and others |
| D | Identification and some basic exploration of aspects of f a research topic  Partial planning of research processes that may be appropriate to the research topic  Basic organisation of aspects of the research project, with awareness of the need for resourcefulness | Collection rather than analysis of information with some superficial exploration of ideas to develop the research  Superficial application of some knowledge and skills specific to the research topic  Partial development of aspects of the research outcome  Partial development and some demonstration of the chosen capability | Partial interaction with others  Partial response to aspects of feedback  Basic communication of aspects of the research. | Superficial consideration of the research processes, including some demonstration of the capability for learning  Superficial consideration of the development and demonstration of the chosen capability  Some reflection on aspects of the research and its value to themselves and others |

**Stage 2 Research Project Performance Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| E | Identification and attempted exploration of one or more aspects of a research topic  Attempted planning of aspects of a research process  Attempted organisation of an aspect of the research project | Attempted collection of basic information with some partial description of an idea  Attempted application of one or more skills that may be related to the research topic  Attempted development and demonstration of the research outcome  Attempted development of the chosen capability | Attempted interaction with others  Some acknowledgement of feedback  Attempted communication of an aspect of the research | Attempted description of the research processes and attempted demonstration of the capability for learning  Attempted description of the development or demonstration of the chosen capability  Emerging awareness that the research can have value to themselves and others |

**Assessment Type 1, Folio: Part 1 - Preliminary ideas and research proposal**

|  |  |
| --- | --- |
| Task Components | Specific features addressed (shaded) |
|
| 1. Identify a topic or area of interest 2. Refine and focus your topic 3. Select a Capability of relevance to your research from *Communication*, *Citizenship*, *Personal development* and *Work* 4. Demonstrate your ability to work with others 5. Investigate safe and ethical aspects of research 6. Develop proposal of research including timeline | **Planning**  P1 Identification and consideration of a research topic  P2 Planning of research processes appropriate to the topic  P3 Management of the research project  **Application**  A1 Analysis of information and exploration of ideas to develop the research  A2 Application of knowledge and skills specific to the research topic  A3 Development of the research outcome  A4 Development and demonstration of the chosen capability  **Interaction**  I1 Interaction with others  I2 Response to feedback  I3 Presentation of findings and explanation of ideas and insights  **Evaluation**  E1 Evaluation of the research processes  E2 Evaluation of the development and demonstration of the chosen capability  E3 Reflection on research outcome and its value to the student and others |

**Task Sheet 1** Due: end week ?? Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Develop Topic of Research

1. List 5 areas of particular interest to you
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Write a question for each area of interest that could be a starting point for research.
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Make a list of dot points for *at least two* of your questions, referring to the things you might be able to find out and who or where you might be able to get the information from. This will help you to a) decide which question will lead to interesting research and information, and b) refine your focus question if necessary

|  |  |  |
| --- | --- | --- |
| Focus Question | Points to discover | Source of Information |
|  |  |  |
|  |  |  |

1. Round table discussion. In your class or group, explain your 2 possible topics and what you think might be the issues for each one. All the other class or group members and the teacher are to give their thoughts and ideas. Make a list of the suggestions that were made, remembering that you don’t have to accept them all. This is just a part of the process of reaching your research starting point.

My Question 1

My Question 2

* 1. Based on what you have written and discussed about your possible topics, taking into account
* How much information can be found about the topic, and
* How hard it will be to find the information;

write your final **Research Project focus question**.

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\_­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Changes**. For some students, their preliminary research may change what they expect to be able to achieve, the specific aspects of the topic of their research or even the topic itself. Keep this space free in case you change your topic, because this will form part of your assessment in relation to “Research Development”. If your topic changes, you can write here about how and why it changed.
2. Make brief notes about how you think this question will relate to the Capabilities of *Communication* and *Learning*. Look at the sheet “Unpacking the Capabilities” to learn more about them.

Communication

Learning

1. You must select ONE of the Capabilities, *Citizenship, Personal Development* and *Work* and describe how you expect research into your topic to develop your knowledge and understanding in this area.
   * + - 1. Selected Capability:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. How is this capability related to your topic of inquiry?
2. Write your **Preliminary Research Proposal.** This must be no more than 500 words.

* Describe how you became interested in the topic and how you refined the final question.
* Outline what you hope to learn
* Describe the communication skills you will need to make use of.
* Explain what your main sources of information are expected to be.
* Outline your planned timeline for collecting your information highlighting significant “checkpoints”.

**Task Sheet 1 Guide**

**Develop Topic of Research**

List 5 areas of particular interest to you

Your area of interest can be drawn from

* Any of your school subjects
* An aspect of your paid work or workplace
* Your involvement with the community or a community organization
* A technical or practical project or problem

Write questions from interest areas

Examples:

* Area of interest – Pizza. Question – *“How do I go about building a wood-fired pizza oven?”*
* Area of Interest – South Australian History. Question – “*What really was ‘Light’s Vision’ and has it come true?”*
* Area of Interest – My work in the bakery. Question – “*How do they know how much to bake each day?”*
* Area of Interest – Country Fire Service. Question – “*How do you fight a bushfire?”*

Develop lists of possible sub-questions

|  |  |  |
| --- | --- | --- |
| Hypothesis | Focus Questions | Source of Information |
| *How do they know how much to bake each day?* | * What different goods are baked on the premises each day and in what quantities? * What ingredients are needed in what quantities? * How long can the different ingredients be stored for? * Are there records of what is sold and not sold each day? * Who makes the decisions about how much to bake each day? * What factors are considered ? * What happens to the “left-overs”? | * Interview chief baker * Internet search * Manufacturers – by phone? * Interview manager * Observation – digital camera |

# STAGE 2 Research Report ACHIEVEMENT FEEDBACK SHEET

**Assessment Type 1, Folio: part 1 Preliminary ideas and Research Proposal**

**Learning Requirements:**

1. work independently and with others to initiate an idea, and to plan and manage a research project
2. demonstrate the learning capability and the 1 other chosen Capability
3. analyse information and explore ideas to develop their research
4. develop and apply specific knowledge and skills
5. communicate and evaluate their research outcome
6. evaluate the research processes used and their chosen capability

**This Task - Components:**

1. List 5 areas of particular interest to student
2. Write a question for each area of interest that could be a starting point for research.
3. Make a list of dot points for *at least two* of the questions
4. Round table discussion and feedback incorporation
5. Select a Capability of relevance to your research from *Communication*, *Citizenship*, *Personal development* and *Work*
6. Write the final **Research Project focus question**.
7. Write your **Preliminary Research Proposal** (including timeline)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific features** | **Performance Standards Discriminators** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| Identification and consideration of a research topic | Thorough and well focused | Focused | Generally considered | Identification and some basic exploration | Identification and attempted exploration |
| Planning of research processes appropriate to the research topic | Thorough and well focused | Focused | Competent | Partial planning | Attempted |
| Management of the research project | Reflective and resourceful | Well-considered | Considered | Basic organisation | Attempted |
| Analysis of information and exploration of ideas to develop the research | Complex and in-depth | Some depth and complexity | Considered | Collection not analysis and superficial | Attempted |
| Application of knowledge and skills specific to the research topic | Insightful | Well-considered | Considered | Superficial | Attempted |
| Development of the research outcome | Thorough and well focused | Detailed and focused | Competent | Partial | Attempted |
| Development and demonstration of the chosen capability | Reflective and well focused | Well-considered and focused | Generally considered | Partial | Attempted |
| Interaction with others | Highly productive and well-focused | Productive and mostly focused | Generally productive | Partial | Attempted |
| Response to feedback | Highly receptive and perceptive | Receptive and well-considered | Generally receptive and considered | Partial | Some acknowledgement |
| Presentation of findings and explanation of ideas and insights | Clear and coherent with highly effective engagement | Mostly clear and coherent with effective engagement | Generally clear with some engagement | Basic communications | Attempted |
| Evaluation of the research processes | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Evaluation of the development and demonstration of the chosen capability | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Reflection on research outcome and its value to the student and others | Critical and insightful | Critical and well-considered | Considered | Some reflection on aspects | Emerging awareness |
| Grade awarded for this task | | | | |  |

**Assessment Type 1, Folio: Part 2 – Research Development**

|  |  |
| --- | --- |
| Task Components | Specific features addressed (shaded) |
|
| 1. Conduct and develop research 2. Collate evidence of research e.g.  * Readings notes * Drafts * Diagrams * Letters * Emails * Interview notes * Record of online search * Logbook entries * Field work * Dated and captioned photos * Graphs * Surveys and survey data * Calculations * Feedback from sources * Translations  1. Evidence of Capabilities development 2. Opportunities and barriers and responses   Ongoing reflection on learning and research processes | **Planning**  P1 Identification and consideration of a research topic  P2 Planning of research processes appropriate to the topic  P3 Management of the research project  **Application**  A1 Analysis of information and exploration of ideas to develop the research  A2 Application of knowledge and skills specific to the research topic  A3 Development of the research outcome  A4 Development and demonstration of the chosen capability  **Interaction**  I1 Interaction with others  I2 Response to feedback  I3 Presentation of findings and explanation of ideas and insights  **Evaluation**  E1 Evaluation of the research processes  E2 Evaluation of the development and demonstration of the chosen capability  E3 Reflection on research outcome and its value to the student and others |

**Task Sheet 2 Due: end week Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Research Development / Journal

1. Establish a document or wiki page for keeping your research *and* a written or electronic journal, diary or notebook for recording and logging your research activities and findings. Show to your teacher for progress tracking.

Answering the following questions will help you to provide evidence of your learning about communication and research.

1. For *one* person that you contacted for your research, respond to the following questions
   1. Who did you contact? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. How are they related or connected to your topic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. How did you make the first contact with them? (i.e. phone email) \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Did you interview them in person or on the phone or another way? \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. How did you get the information you wanted? (circle one)
     1. I had a list of specific objective questions
     2. I had some general questions
     3. I just had an idea of what I wanted and we had a conversation.
  2. Did you get the information you wanted? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What worked well in this method of getting information? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What do you think you might change if you have to speak to this person again or another person to get more information? Explain why you might change your approach.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + - 1. For *one* website that you used to get information for your research, respond to these questions
         1. What was the website address? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. What organisation or group maintains the website? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. What was the bias of the website? (Was it promoting a product or a particular point of view about something?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + - * 1. Explain whether or not you think that the bias of the website needs to be recorded and allowed for in your research?

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* + - * 1. How did you find the website? (eg Google, a link from another site, magazine)

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* + - * 1. What information were you looking for? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + - * 1. What were you able to find? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + - * 1. Once you were in the website, how did you find what you wanted? How hard was it to navigate around?

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* + - * 1. Copy from your journal the way you logged the visit.

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* + - * 1. Show how will you reference the information if you use it in your research findings?

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1. List any other forms of information gathering that you have used in your research so far, e g journals and magazines, technical books, email, direct observation, surveys and questionnaires. Have any of them been particularly good ways of getting information? Have any of them been particularly problematic?

|  |  |  |
| --- | --- | --- |
| Form of research | How were they good? | How were they difficult? |
|  |  |  |

1. From your research so far, list any new sources of information you have identified or further questions that you need answers to.

New sources \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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New questions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Describe one instance of how you explained your research to someone, in writing or orally.

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1. Describe one new thing you have learnt about your topic, and how you came to learn it.

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1. Describe one aspect of your research so far that links to your selected capability (Communication, Citizenship, Work or Personal development)

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**Task Sheet 2 Guide**

**Research Development**

1. **Folder and Journal.** (electronic or hardcopy) You must keep good records of all your research, which includes everything you read, see or do and every person you speak with, email, fax or phone. To demonstrate your learning about the processes of research it is important that you keep evidence of your efforts that did not provide you with the information you were hoping to find, as well as these that did.
2. **Personal Contact**. In recording this detail you will be both demonstrating your capability in communication with people, and developing reflections about what worked well and what didn’t and trying to understand why. This will be a significant contribution to your final assessment “Evaluation”.
3. **Website.** Many students will obtain a lot of their information from websites. In answering these questions you are demonstrating a number of things:

* Information literacy – your skill in making use of electronic communications and your ability to appreciate what makes a good website reflect your research skills’ development
* Critical literacy – recognising that while some sites may be purely objective, like the Bureau of Meteorology (http://www.bom.gov.au) just giving information, others may display varying levels of bias. Information about a food type on a site that is hosted by that industry is likely to be biased toward that food type, whereas information on a page hosted by an organisation concerned with health and nutrition may give a more balanced view. Your ability to recognise bias helps you to make use of the information you find, it doesn’t mean the information is no good.
* Research integrity. Your acknowledgment of sources demonstrates that your research is based on reliable and verifiable information, and that it is not being being presented as all your own work, leaving you open to claims of plagiarism. For example, while it is not quoted directly here the SACE Board website was looked at. That would be cited as SACE Board of SA “General Research Advice For Students” Referencing [http://www.saceboard.sa.edu.au/res-advice/index.htm accessed 13 March 2009](http://www.saceboard.sa.edu.au/res-advice/index.htm%20accessed%2013%20March%202009).

1. **Other Forms.** Your response to this question demonstrates that you have explored a range of research methods and learnt about their strengths and weaknesses for finding different types of information.
2. **New Sources and Questions.** This question allows you to demonstrate your understanding that the nature of your research may change and that your planning may need to be flexible.

**Questions 6, 7 and 8** allow you to record aspects of your development of capability in Learning and your selected capability. These will also assist you in your final evaluation when you have to reflect on how these have developed through doing your research.

# STAGE 2 Research Report ACHIEVEMENT FEEDBACK SHEET

**Assessment Type 1, Folio: part 2 Research Development**

**Learning Requirements:**

1. work independently and with others to initiate an idea, and to plan and manage a research project
2. demonstrate the learning capabilityand the 1 other chosen Capability
3. analyse information and explore ideas to develop their research
4. develop and apply specific knowledge and skills
5. communicate and evaluate their research outcome
6. evaluate the research processes used and their chosen capability

**This Task - Components:**

1. Conduct and **develop research**
2. Collate evidence of research
3. Show evidence of development of Learning and the selected Capability
4. Describe research opportunities and barriers and how they were responded to
5. Develop on-going reflection on personal learning.
6. Develop on-going reflection on research processes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific features** | **Performance Standards Discriminators** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| Identification and consideration of a research topic | Thorough and well focused | Focused | Generally considered | Identification and some basic exploration | Identification and attempted exploration |
| Planning of research processes appropriate to the research topic | Thorough and well focused | Focused | Competent | Partial planning | Attempted |
| Management of the research project | Reflective and resourceful | Well-considered | Considered | Basic organisation | Attempted |
| Analysis of information and exploration of ideas to develop the research | Complex and in-depth | Some depth and complexity | Considered | Collection not analysis and superficial | Attempted |
| Application of knowledge and skills specific to the research topic | Insightful | Well-considered | Considered | Superficial | Attempted |
| Development of the research outcome | Thorough and well focused | Detailed and focused | Competent | Partial | Attempted |
| Development and demonstration of the chosen capability | Reflective and well focused | Well-considered and focused | Generally considered | Partial | Attempted |
| Interaction with others | Highly productive and well-focused | Productive and mostly focused | Generally productive | Partial | Attempted |
| Response to feedback | Highly receptive and perceptive | Receptive and well-considered | Generally receptive and considered | Partial | Some acknowledgement |
| Presentation of findings and explanation of ideas and insights | Clear and coherent with highly effective engagement | Mostly clear and coherent with effective engagement | Generally clear with some engagement | Basic communications | Attempted |
| Evaluation of the research processes | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Evaluation of the development and demonstration of the chosen capability | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Reflection on research outcome and its value to the student and others | Critical and insightful | Critical and well-considered | Considered | Some reflection on aspects | Emerging awareness |
| Grade awarded for this task | | | | |  |

**Assessment in the Research Project**

Assessment Type 1, Folio: part 3 Discussion

|  |  |
| --- | --- |
| Task Components | Specific features addressed (shaded) |
|
| 1. Student nominates and negotiates date for discussion 2. Student brings collated evidence of research – portfolio and journal 3. Student prepares any other relevant forms of evidence  * Digital recordings * Documents * photos * etc  1. Student responds to teacher’s questions about the learning about research and the Capabilities   Student asks teacher questions and discusses ideas about how the research demonstrates the development of the Capabilities | **Planning**  P1 Identification and consideration of a research topic  P2 Planning of research processes appropriate to the topic  P3 Management of the research project  **Application**  A1 Analysis of information and exploration of ideas to develop the research  A2 Application of knowledge and skills specific to the research topic  A3 Development of the research outcome  A4 Development and demonstration of the chosen capability  **Interaction**  I1 Interaction with others  I2 Response to feedback  I3 Presentation of findings and explanation of ideas and insights  **Evaluation**  E1 Evaluation of the research processes  E2 Evaluation of the development and demonstration of the chosen capability  E3 Reflection on research outcome and its value to the student and others |

The discussion consists of up to 2 sessions, combined to a maximum 8-10 minutes, teacher recorded to provide records for assessment verification which may also include student preparation.

**Task Sheet 3 Due: end week Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Discussion

1. You should initiate the request for the discussion and it should be after you have completed a substantial portion of your research – about halfway through the semester.
2. You should be prepared to respond to your teacher’s questions and ask questions of your own. Make sure you have something to record the suggestions for your research with.
3. Make sure you bring enough of your research with you to illustrate the amount and direction of your research so far. If your portfolio is electronic make sure you arrange to have it viewable at the Discussion.
4. Questions that you might ask your teacher **could** include variations on the following:
   1. Is my plan clear? Is it in enough detail to give an overview of my research?
   2. Does this paragraph explain what I have learnt about the different types of research?
   3. Have I demonstrated good communication skills in this letter? .. this interview?.. this analysis?
   4. Have I explained well how I identified and overcame this particular problem?
   5. Are my first findings going to really relate to my starting question?
      1. You should be prepared to answer questions from your teacher that **might** cover areas such as these:
5. What did you think you might find out about your topic when you started your research?
6. To what extent has your research so far confirmed what you thought or has it made you rethink your ideas?
7. What changes might you consider making to your original focus question now that you have completed some research?
8. Which types of research – interview, web browsing, observation etc, have caused you the most problems, and which has led you to the most useful information?
9. What challenges have you faced in gaining information? Which ones have you overcome (and how) and which have you had to accept as too difficult?

Write out your notes from the discussion and add them to your portfolio of evidence, as they will help to verify your work as original when you submit it for moderation.

**Discussion record sheet for student and teacher**

|  |  |
| --- | --- |
| **Student prepared questions** | **Teacher responses** |
|  |  |
| **Teacher Clarifying questions** | **Student responses** |
|  |  |

# STAGE 2 Research Report ACHIEVEMENT FEEDBACK SHEET

**Assessment Type 1 Folio, part 3: Discussion**

**Learning Requirements:**

1. work independently and with others to initiate an idea, and to plan and manage a research project
2. demonstrate the learning capabilityand the 1 other chosen Capability
3. analyse information and explore ideas to develop their research
4. develop and apply specific knowledge and skills
5. communicate and evaluate their research outcome
6. evaluate the research processes used and their chosen capability

**This Task - Components:**

1. Negotiate timing of Discussion
2. Present collated evidence of research
3. Show any other evidence of research
4. Respond to clarifying questions
5. Ask clarifying questions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific features** | **Performance Standards Discriminators** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| Identification and consideration of a research topic | Thorough and well focused | Focused | Generally considered | Identification and some basic exploration | Identification and attempted exploration |
| Planning of research processes appropriate to the research topic | Thorough and well focused | Focused | Competent | Partial planning | Attempted |
| Management of the research project | Reflective and resourceful | Well-considered | Considered | Basic organisation | Attempted |
| Analysis of information and exploration of ideas to develop the research | Complex and in-depth | Some depth and complexity | Considered | Collection not analysis and superficial | Attempted |
| Application of knowledge and skills specific to the research topic | Insightful | Well-considered | Considered | Superficial | Attempted |
| Development of the research outcome | Thorough and well focused | Detailed and focused | Competent | Partial | Attempted |
| Development and demonstration of the chosen capability | Reflective and well focused | Well-considered and focused | Generally considered | Partial | Attempted |
| Interaction with others | Highly productive and well-focused | Productive and mostly focused | Generally productive | Partial | Attempted |
| Response to feedback | Highly receptive and perceptive | Receptive and well-considered | Generally receptive and considered | Partial | Some acknowledgement |
| Presentation of findings and explanation of ideas and insights | Clear and coherent with highly effective engagement | Mostly clear and coherent with effective engagement | Generally clear with some engagement | Basic communications | Attempted |
| Evaluation of the research processes | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Evaluation of the development and demonstration of the chosen capability | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Reflection on research outcome and its value to the student and others | Critical and insightful | Critical and well-considered | Considered | Some reflection on aspects | Emerging awareness |
| Grade awarded for this task | | | | |  |

**Assessment in the Research Project**

# Assessment Type 2: Research Outcomes

|  |  |
| --- | --- |
| Task Components | Specific features addressed (shaded) |
|
| 1. Student decide on format for findings 2. Student negotiates audience and presentation mode. 3. Describe findings. 4. present product of research. Can be    * a conclusion    * a recommendation    * a physical artefact    * visual evidence of change    * a solution to a problem    * a need for further research    * other | **Planning**  P1 Identification and consideration of a research topic  P2 Planning of research processes appropriate to the topic  P3 Management of the research project  **Application**  A1 Analysis of information and exploration of ideas to develop the research  A2 Application of knowledge and skills specific to the research topic  A3 Development of the research outcome  A4 Development and demonstration of the chosen capability  **Interaction**  I1 Interaction with others  I2 Response to feedback  I3 Presentation of findings and explanation of ideas and insights  **Evaluation**  E1 Evaluation of the research processes  E2 Evaluation of the development and demonstration of the chosen capability  E3 Reflection on research outcome and its value to the student and others |

**Task Sheet 4 Due: week Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Research Outcomes

**Summary of Processes. Complete this before you present your findings.**

1. What did you want to find out? Refer to your focus question (task 1).
2. Was this your original aim, if not how has it been modified?
3. What did you find out? (dot points)
4. Is the research complete? – If you did not reach a conclusion, what other things would be good to follow up in further research?

Negotiate the following with your teacher and record your decisions here.

1. **Who** you would like to present your findings to? It could be those who were the subject of the research, your class group, others in your school, or your class.

**­­­­­­­­­­­**

1. **What** medium would you like to use for presenting your findings**?** Possibilities include
   1. a letter to the editor
   2. a power point presentation
   3. a web page
   4. a video/ audio/multimedia presentation
   5. an oral presentation
   6. an essay.

When making this decision keep in mind that the total of your Preliminary Research Proposal, Research Development portfolio and Findings should total no more than 2500 words or equivalent.

1. **Where and when** you will present your findings.

The kind of findings will vary according to the context of your research, but should show:

1. your new ideas and insights about your focus
2. what other (further) questions are suggested by your research
3. what conclusions, recommendations, solutions or created product come from your research.

**Presentation.**

Whatever the format or medium used, your teacher will assess your findings and provide you with feedback

# STAGE 2 Research Report ACHIEVEMENT FEEDBACK SHEET

**Assessment Type 2 : Research Outcomes**

**Learning Requirements:**

1. work independently and with others to initiate an idea, and to plan and manage a research project
2. demonstrate the learning capabilityand the 1 other chosen Capability
3. analyse information and explore ideas to develop their research
4. develop and apply specific knowledge and skills
5. communicate and evaluate their research outcome
6. evaluate the research processes used and their chosen capability

**This Task - Components:**

1. Negotiate format for findings
2. Determine and arrange audience and mode of presentation
3. Describe findings
4. Present outcome of research

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific features** | **Performance Standards Discriminators** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| Identification and consideration of a research topic | Thorough and well focused | Focused | Generally considered | Identification and some basic exploration | Identification and attempted exploration |
| Planning of research processes appropriate to the research topic | Thorough and well focused | Focused | Competent | Partial planning | Attempted |
| Management of the research project | Reflective and resourceful | Well-considered | Considered | Basic organisation | Attempted |
| Analysis of information and exploration of ideas to develop the research | Complex and in-depth | Some depth and complexity | Considered | Collection not analysis and superficial | Attempted |
| Application of knowledge and skills specific to the research topic | Insightful | Well-considered | Considered | Superficial | Attempted |
| Development of the research outcome | Thorough and well focused | Detailed and focused | Competent | Partial | Attempted |
| Development and demonstration of the chosen capability | Reflective and well focused | Well-considered and focused | Generally considered | Partial | Attempted |
| Interaction with others | Highly productive and well-focused | Productive and mostly focused | Generally productive | Partial | Attempted |
| Response to feedback | Highly receptive and perceptive | Receptive and well-considered | Generally receptive and considered | Partial | Some acknowledgement |
| Presentation of findings and explanation of ideas and insights | Clear and coherent with highly effective engagement | Mostly clear and coherent with effective engagement | Generally clear with some engagement | Basic communications | Attempted |
| Evaluation of the research processes | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Evaluation of the development and demonstration of the chosen capability | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Reflection on research outcome and its value to the student and others | Critical and insightful | Critical and well-considered | Considered | Some reflection on aspects | Emerging awareness |
| Grade awarded for this task | | | | |  |

**Assessment in the Research Project External assessment**

Assessment Type 3 Evaluation

This should total no more than 1500 words (B option) or equivalent (A option). It must include as well, a 150-200 word written summary.

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| --- | --- |
| Task Components | Specific features addressed (shaded) |
|
| 1. describe the growth of your own learning 2. show evaluation of your selected capability and its development 3. reflect on the value of the research to yourself and your new ideas and insights 4. reflect on the value of your research to others o 5. evaluate the research processes you used. 6. Write your summary giving context and overview | **Planning**  P1 Identification and consideration of a research topic  P2 Planning of research processes appropriate to the topic  P3 Management of the research project  **Application**  A1 Analysis of information and exploration of ideas to develop the research  A2 Application of knowledge and skills specific to the research topic  A3 Development of the research outcome  A4 Development and demonstration of the chosen capability  **Interaction**  I1 Interaction with others  I2 Response to feedback  I3 Presentation of findings and explanation of ideas and insights  **Evaluation**  E1 Evaluation of the research processes  E2 Evaluation of the development and demonstration of the chosen capability  E3 Reflection on research outcome and its value to the student and others |

**Task Sheet 5 Due: week 14-16 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Final Evaluation

Steps to submitting your final evaluation.

1. Write your **Written Summary** (150- 200 words) using your answers to the following questions:
   1. What was the subject of my research when I started and why was it chosen?

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* 1. How did my topic change during the research?

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* 1. What were the main ways in which I collected information?

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* 1. What did I find out about my chosen topic?

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1. Write **notes** in response to the following four sets of questions.

**Changed Thinking**

* 1. What did you expect to find out about your topic and what did you actually discover?

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* 1. What difficulties did you experience in communicating with other people?

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* 1. What did you enjoy about interacting with others in conducting or analysing the research?

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**Capability evaluation**

* 1. What was your selected Capability?

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* 1. How was your Capability linked to your research topic?

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* 1. What did your research help you understand about *citizenship,* your *personal development* or *work*?

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**Reflection on research**

* 1. How did your research change your thinking about your topic?

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* 1. How was your research useful or helpful to other people?

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**Assessment of research**

* 1. Describe the different ways you obtained information for your research.

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* 1. How difficult or easy was it to obtain information using the different methods?

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* 1. Which sources or methods provided more reliable, accurate or useful information?

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* 1. What aspects of the research skills you developed do you think might be useful to you in other subjects or work or in any other way?

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* 1. What new ideas or understanding did you develop from your findings?

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* 1. If you were to continue your research, what other questions would you now try to find answers to?

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* 1. What recommendations or actions might flow from your research or be the result of your findings?

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1. Submit your notes answers to your teacher for feedback in week 14.
2. Choose your format according to your decision about your need to be assessed. In all formats there MUST be included the 150-200 word written summary
   1. **Research Project A** - any format including written and multimedia, not for ATAR.
   2. **Research Project B** - must be in written format to a maximum of 1500 words.
3. Complete your evaluation by using your notes and answers to the questions to produce a coherent summary reflection and evaluation of what you learnt about your own knowledge and about the research process.
   1. It may be useful to work through the additional worksheet “The language of evaluation for the Research Project” to become familiar with the language of evaluation before you write your final version.
4. Use the performance standards as a self check guide to your completion of the task.

# STAGE 2 Research Report Indicative assessment only

**Assessment Type 3 :Evaluation SACE Board assessed**

**Learning Requirements:**

1. work independently and with others to initiate an idea, and to plan and manage a research project
2. demonstrate the learning capabilityand the 1 other chosen Capability
3. analyse information and explore ideas to develop their research
4. develop and apply specific knowledge and skills
5. communicate and evaluate their research outcome
6. evaluate the research processes used and their chosen capability

**This Task - Components:**

1. describe the growth of your own learning
2. show evaluation of your selected capability and its development
3. reflect on the value of the research to yourself and your new ideas and insights
4. reflect on the value of your research to others o
5. evaluate the research processes you used.
6. Write your summary giving context and overview

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific features** | **Performance Standards Discriminators** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| Identification and consideration of a research topic | Thorough and well focused | Focused | Generally considered | Identification and some basic exploration | Identification and attempted exploration |
| Planning of research processes appropriate to the research topic | Thorough and well focused | Focused | Competent | Partial planning | Attempted |
| Management of the research project | Reflective and resourceful | Well-considered | Considered | Basic organisation | Attempted |
| Analysis of information and exploration of ideas to develop the research | Complex and in-depth | Some depth and complexity | Considered | Collection not analysis and superficial | Attempted |
| Application of knowledge and skills specific to the research topic | Insightful | Well-considered | Considered | Superficial | Attempted |
| Development of the research outcome | Thorough and well focused | Detailed and focused | Competent | Partial | Attempted |
| Development and demonstration of the chosen capability | Reflective and well focused | Well-considered and focused | Generally considered | Partial | Attempted |
| Interaction with others | Highly productive and well-focused | Productive and mostly focused | Generally productive | Partial | Attempted |
| Response to feedback | Highly receptive and perceptive | Receptive and well-considered | Generally receptive and considered | Partial | Some acknowledgement |
| Presentation of findings and explanation of ideas and insights | Clear and coherent with highly effective engagement | Mostly clear and coherent with effective engagement | Generally clear with some engagement | Basic communications | Attempted |
| Evaluation of the research processes | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Evaluation of the development and demonstration of the chosen capability | Critical and insightful | Critical and well-considered | Considered | Superficial | Attempted |
| Reflection on research outcome and its value to the student and others | Critical and insightful | Critical and well-considered | Considered | Some reflection on aspects | Emerging awareness |
| Grade awarded for this task | | | | |  |

# Appendix 1

# Unpacking the Capabilities (for the Stage 2 Research Project)

### Overview

* The SACE Board has identified 1 of the five Capabilities as being integral to achieving success in the Research Project: *Learning.*
* Students are also required to demonstrate growth in any **one** of the other four capabilities: *Communication*, *Citizenship, Personal Development* and *Work.*

### What are Capabilities?

The structure of the Research Project supports students to develop capabilities, which are **the knowledge and skills essential for people to act in effective and successful ways.**

## Learning = essential skills for accessing, using and creating information and knowledge, employing critical ethical and reflective perspectives of it and the influence of people and time on its development.

Through completing the Research Project, students will develop their Learning capability by:

* Engaging in self-directed learning experiences, while developing in-depth knowledge of an area of their interest.
* Engaging in discussions that support reflection and evaluation of their own learning.

# Students completing their Research Report also have to demonstrate ONE of:

# *Communication, Citizenship, Personal Development* or *Work.*

## Communication = essential knowledge and skills for communicating in a range of situations and circumstances, using literacy, numeracy and ICT skills and including the ability to express feelings, ideas and opinions.

Through completing the Research Project, students will develop their Communication capability by:

* Communicating with others, e.g. teachers, mentors, parents and relevant experts, in order to plan and undertake their research. Students will also need to develop and demonstrate their ability to use formal conventions of communication in letter, email and phone contact with others.
* Developing an understanding of the different types of questions to ask that will lead to useful information.
* Being able to consider and empathise with different perspectives, and use appropriate language for different contexts and cultures.
* Identifying and use the specific and technical language appropriate to the topic.
* Working with others in teams and workshops to develop skills in collaboration.
* Using the language of evaluation and reflection to express their own learning effectively.
* Communicating effectively with a range of people, using a format that is appropriate for a particular audience, using traditional as well as on-line networks and other technologies.

Citizenship = *essential knowledge and skills for understanding diversity including Indigenous perspectives, and participating in the social systems of Australia while working for social and environmental sustainability.*

If this is the selected Capability, students are expected to develop and demonstrate, for example:

* Identification of and knowledge about relevant political, social and environmental issues and about the decision making processes around those issues
* Understanding how to work and communicate effectively with people from different cultural backgrounds
* Exploring ways of using the their findings in order to contribute to the community
* Identifying and contacting experts and others involved in their area of interest
* Think about and expressing the usefulness of the their learning and findings to other people

Personal Development = *essential knowledge and skills for developing goals and making decisions and understanding the student’s own physical and mental health and identity.*

If this is the selected Capability, students are expected to focus on and demonstrate, for example:

* The process of building their own self awareness, confidence and self-esteem.
* Development of new skills, being creative and original and using their initiative in making decisions about their research.
* Taking responsibility for the planning and management of their own research
* Exploring links between their research and their possible pathway beyond school.

Work = *essential knowledge and skills for employability in a local, national and global environment; for responsible participation that shows an understanding of individual and group rights and obligations. .*

If this is the selected Capability, students are expected to develop and demonstrate, for example:

* Development of participation skills related to their area of research
* Finding opportunities to work independently and with others in the workplace and the community
* Making connections with others at a local, national or global level.
* A focus on making, building and enterprising projects

Appendix 2

**For Teachers - Learning to use the language of evaluation:**

Within a performance standards framework, students have to provide evidence of their learning. Often this means that they have to evaluate their learning, particularly the processes that they have used to complete tasks. Some students will need support to develop the language skills that they require to be able to undertake evaluation. Learning the language of evaluation will also help students to understand what it is to evaluate.

**The kinds of texts associated with evaluation**

The first thing to realise is that an evaluation is not a recount of what a student has done. An evaluation could include some recounting, but its purpose is not to provide a mere description of the process undertaken. Rather, an evaluation should involve constant judgements and conclusions being made, and could be used to inform further action. Using a report format with careful subheadings may help students to structure their evaluation and to keep the focus on evaluation rather than recount. Some possible headings/subheadings they could use are included here to illustrate this:

* Reason why this particular process was chosen
* Parts of the process that worked well and the reasons why
* Parts of the process that did not work well and the reasons why
* What I would do differently the next time and why
* What I would do in the same way and the reasons why
* Reasons why the outcome was/was not what I intended
* People who helped with the process and why their assistance worked
* Challenges along the way and reasons for them
* Why issues became problems and how they were solved
* Solutions that could have been done differently
* Skills that assisted in the process
* Skills that I needed to develop during the process
* Skills that I developed and applied during the process

Appendix 3

The language of evaluation for the Research Project

**Evidence**

To complete your Evaluation you should have accumulated the following evidence as the building blocks for your report, whether in writing or in another format:

1. **The Summary statement** Which provides background evidence to the marker and includes:
   1. What was the subject and how did I choose and refine my topic?
   2. How did the topic change?
   3. What information collecting strategies did I use?
   4. What did I find out?
2. **Answers** to the following questions from your journal or portfolio and your general notes.
   1. What did you expect to find out about your topic and what did you actually discover?
   2. What difficulties did you experience in communicating with other people?
   3. What did you enjoy about interacting with others in conducting or analysing the research?
   4. What was your selected Capability?
   5. How was your Capability linked to your research topic?
   6. What did your research help you understand about *citizenship,* your *personal development* or *work*?
   7. How did your research change your thinking about your topic?
   8. How was your research useful or helpful to other people?
   9. Describe the different ways you obtained information for your research.
   10. How difficult or easy was it to obtain information using the different methods?
   11. Which sources or methods provided more reliable, accurate or useful information?
   12. What aspects of the research skills you developed do you think might be useful to you in other subjects or work or in any other way?
   13. What new ideas or understanding did you develop from your findings?
   14. If you were to continue your research, what other questions would you now try to find answers to?
   15. What recommendations or actions might flow from your research or be the result of your findings?

Whatever format you choose to present your evaluation with, the subject outline specifies the following questions that need to be addressed by students:

* an explanation of how your thinking has been challenged
* an evaluation of the selected capability (i.e. citizenship, personal development, or work) and its relevance to your research project
* a reflection on the value of your research project to yourself and others
* an assessment of the strengths and limitations of the research processes, and an explanation of new ideas, new insights, and findings developed.

**Activities to assist you develop your evaluation**

1. **Noun Groups.**

The noun/nominal group includes all the words around a noun. They provide evaluative information about a process that the student has undertaken.

Using the following chart can help you to build up noun groups that contain lots of evaluation.

Using the two examples as a guide, invent some of your own noun groups.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pointer** | **Numerative** | **Describer(s)** | **Classifier(s)** | **Thing** | **Qualifier(s)** |
| The | one | unreliable and unsubstantiated | company | website | available at the time |
| A | single | extensive | phone | conversation | after closing time |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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Within evaluations the describers within the noun group are particularly important.

Complete the following table by writing as many describers as you can for an interview you might conduct. Some examples are given.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly negative** | **Negative** | **Neutral** | **Positive** | **Strongly positive** |
| difficult  awkward | brief  hurried | only  formal | candid  open | useful  excellent |

1. **Verbs/processes**

There are four different kinds of verbs or processes-

* Action (run, jump)
* Mental/Sensing (think, analyse, evaluate, see, like)
* Saying (tell, yell, suggest)
* Relational- both being and having (have, was, be, represent)

In evaluations, the mental/sensing verbs/processes are going to be very important.

Use as many of the following and other similar verbs as you can in sentences or phrases related to the development of your research proposal:

* Thought,
* Felt,
* Reflected,
* Anticipated,
* Saw
* Analysed,
* Synthesised,
* Critiqued,
* Solved,
* Hypothesised,
* Concluded,
* Judged,
* Believed,
* Explored.

Some sentence starters are given as examples

|  |
| --- |
| e.g.   * I thought it would be interesting to find out how….. * I expected that there would be a lot of information on… * When I analysed what types of tasks were involved… * . * . * . * . |

1. **Circumstances**

Circumstances within a sentence provide information about when, where, how, why, with whom and with what. In evaluations, the circumstances related to how and why are very important. Often within an evaluation, students will need to discuss why they undertook an activity in a certain way or why they chose one action over another. Students will also speak about how something was done when evaluating. Some examples that could be used follow:

* with great care
* without regard for feelings
* carefully
* without planning
* hurriedly
* in spite of the outcome
* responsibly
* because of the confusion
* as a result of the conversation

Select an appropriate circumstance from the list above or use another, to add more clarity to the following statements:

* 1. The builder answered all my questions.
  2. I learnt a lot about planning.
  3. The project was designed.
  4. The operation of the whole process improved.
  5. I transcribed the operator’s recorded answers.

1. ***Nominalisation***

The use of nominalisation can make a student’s writing more sophisticated and less repetitive. Within evaluations there can be a tendency for students to begin sentences with ‘I’ all the time. Nominalisation can be used so that students use more varied sentence beginnings. For example, abstract concepts and thoughts can become the subjects of sentences.

Words, usually verbs/processes and adjectives are changed into nouns and they can be used to begin a sentence. For example, the sentence:

‘*I felt that the measurements were not correct.*’ can be altered to:

‘*The feeling that the measurements were not correct was a constraint*.’

Additional words can be added to aid in the evaluation:

‘*The continuing feeling that the measurements were not correct was a serious constraint*.’

Try to alter the following statements by nominalising them.

|  |  |
| --- | --- |
| I had the idea that GPS was very complex, but its not as difficult as I thought | The idea that GPS is a very complex science turned out to be not completely true. |
| I discovered that my questions were not specific enough to get the information I needed |  |
| I under-estimated the length of time it would take to get a reply. |  |
| I changed my topic because there was too much information |  |
| I had serious concerns about the authenticity of the information on the website |  |

On the next page t is a hypothetical student introduction to their written evaluation. If the evaluation is a talk or multi media presentation, it would still need to be scripted in some way, so the same principles of reflection and evaluation apply. The actual evaluation would include much more, including a report on the product or outcome of the research, “the Findings”, which were assessed separately.

Read this report and try to edit it with a coloured pen, to change it from a recount (a story that just tells what happened) into an evaluation, using some of the words and phrases that you have practised.

For my Research Project I decided to find out about using satellite navigation to manage large scale fertiliser spreading, because I had heard my neighbour talking about it. I thought my focus question could be “How do farmers use GPS?” and my context could be “work-related” because he runs the farm as a business and I have done some work experience there.

I asked my neighbour if I could talk to him about his farming practices and he said I could. I thought I’d better find out as much as I could first and so I used the internet at school. I found a lot of websites run by different government authorities but there was so much information it was hard to pick out what was really useful. So then I emailed the information officer at the Department of Agriculture. I didn’t get a reply for 3 weeks and it was just a list of websites. Then I set up a time to talk with my farmer neighbour and prepared a list of questions , but when I talked to him the answers he gave me were really rambly and longwinded and I should have planned my questions better I think. But it got me thinking about making my topic smaller because there was just too much and so I decided to change it to “How does GPS work” which is more technical context. My focus capability is “personal development” because I planned to learn how GPS works and then explain it to the others in my class, so I’ll be developing my knowledge and presenting skills.

I found a lot of information about how the technology was developed on the internet but my school computers didn’t have the right technology to let me see some of the videos and animations. I did find a lot of diagrams and explanations which I was able to redraw for my presentation. I also found that the science involved didn’t take long to explain in a superficial way so I went back a bit to my original plan and did some more finding out about the ways it’s used.

1. **Organising and sequencing ideas with conjunctions**

Conjunctions are used within sentences, between sentences and between paragraphs to help present ideas logically and to indicate connections between ideas. Within evaluations, students will want to present a logical sequence of ideas with clear signposts for the reader. For example, students can use conjunctions at the beginnings of paragraphs to indicate how the main idea of the paragraph is connected to the previous paragraph and the overall text. Here are just a few examples of conjunctions that could be used:

* Finally
* In addition
* Another main reason
* After
* Additional opinions
* In conclusion
* Secondly
* Alternatively
* In contrast
* Instead of
* Therefore
* However
* Later
* Similarly
* Afterwards
* More importantly

Appropriate conjunctions can help ideas flow throughout the text. Use a coloured pen to add conjunctions from the list above or any others to make the text on the next page flow more easily. You may need to rearrange the text a little.

*When I interviewed Mr Smith it turned out that he had a lot of knowledge about my topic but I found it hard to get him to answer the questions I wanted to write about.*

*In class we learned about how to construct questions which would give us answers that we could use as part of our research.*

*I realised that I should have made some of my questions closed ones which could give me direct answers and only ones where I wanted general responses should have been open ones.*

*Planning is an important part of research which involves interviewing or surveying people who are relevant to your topic. I should have planned my questions more by thinking about what information I thought Mr Smith could give me that would help my report.*

1. **Using modality to express judgements**

Evaluations involve the writer or speaker expressing judgements. There are several main ways that people can add meaning to the judgements that they are expressing. These include certainty, usuality and obligation.

* Comments on the level of certainty you have about your judgements and conclusions are valid expressions of evaluation.
* Similarly, thoughts about how usual an occurrence was during the investigation can demonstrate evaluation of the reliability of the information.
* Finally, it may be useful to convey a level of obligation. You may speak about the extent to which you are obliged to act, or you may want to urge for further action by others.

Some of the words that relate to these judgements are listed below.

|  |  |  |
| --- | --- | --- |
| Level of Certainty | Usuality | Obligation |
| * Will * Must * Might * Wont * Perhaps * Possibly * Definitely * Probably * Could * Chance | * Never * Always * Sometimes * Usually * Often * Rarely * Typical * Rate | * Should * Must * Ought to * Are required * Is vital * Demand |

In the following sentences, try substituting different words from the previous list to see the different meaning that follows and decide on one that is more likely to be appropriate.

1. If we kick straight in this quarter we \_\_\_\_\_\_ win!
2. You \_\_\_\_\_\_ complete all of the assignments to pass.
3. The bakery \_\_\_\_\_\_\_ overestimates the quantity of goods needed to be baked.
4. You \_\_\_\_\_\_\_\_ train for 40 minutes a day if you want to make the team.
5. Three year old children have \_\_\_\_\_\_\_\_ mastered action words.
6. Increased use of technology \_\_\_\_\_\_\_\_ increases farm efficiency.
7. The survey showed that drivers under 18 \_\_\_\_\_\_ exceed the speed limit.
8. The football club \_\_\_\_\_\_\_ keep better records using new software.
9. That type of weld is \_\_\_\_\_\_\_\_\_ unreliable under stress.
10. researching on the internet \_\_\_\_ \_\_\_\_\_ lead to more reliable information.

Add your own examples here

1. **Expressing attitudes through word choice**

Evaluations contain many attitudes of the writer. The prevailing attitude will be expressed through the choice of words related to the topic. For example, if your investigation was into the Australian response to illegal immigrants, the words *humanitarian refugees* could provide a different attitude from the words *asylum seekers.*

In answering the question “How did your research change your thinking about your topic?” from page 1, you may be required to express your own attitudes and to present the attitudes of others. Develop some of your own examples of attitudinal language in similar manner to those given here.

|  |  |  |
| --- | --- | --- |
| **Positive** | **Neutral** | **Negative** |
| the extensive interview | the interview | the limited interview |
| the informative and referenced website | the website | the clearly biased website |
| the manager’s clearly articulated opinion | his opinion | the confusing and inconsistent answers |
| The well-managed waste | The waste products | The deadly poisons released |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |